

SYLLABUS: SOC 4600, 6600, RACE & ETHNICITY |
UNDERGRADUATE SYLLABUS | SPRING 2016

Syllabus with Topical Outline

COURSE NUMBER

& TITLE: SOC 4600, 6600 Race & Ethnicity

SEMESTER & YEAR: Spring 2016

CLASS TIME: SECTION 001: 11:15 A.M.-12:05 P.M. MWF, BRACKETT 211 (CRN: 11495)

This course is on a hybrid delivery schema with a flipped delivery format. Carefully check the daily schedule. Some sessions are actual Face-to-Face (F2F) and others are asynchronous online. “Asynchronous” sessions require that you will self-pace whatever the assignment is for that period. “Flipped delivery” means that students are to do all readings and other preparations outside of class, coming to class to engage in discussion, get clarifications, and continue working on the assignments.

COURSE BEGINS: January 6, 2016 | First class meeting

COURSE ENDS: April 20, 2016 | Last day of class

FINAL EXAM: See “Dates to Notice” section of this syllabus.

DETAILED SCHEDULE: Will be posted to the Blackboard (the “BB”)

PROFESSOR: Dr. Brenda J. Vander Mey, Professor of Sociology

Professor’s Office: 123-D Brackett Hall, Clemson University, Clemson, SC USA

Professor’s Phone: 864.656.3821. This should forward to my cell phone, 864.245.5913.

PROFESSOR’S E-MAIL: vanmey@g.clemson.edu

PRACTICE SITE:

<https://sites.google.com/a/g.clemson.edu/soc4600vandermey/?pli=1>

OFFICE HOURS: 3:30-4:30 p.m. Monday and 2:15-4:30 p.m. Wednesday. Other times by appointment. I do not conduct office hours via email.

I am available **by appointment only** during the first half and first full week of classes, the last week of classes, and during the academic advising period.

COMMUNICATION

STRATEGY: Students should use the Q & A discussion strings for most questions that they might have. E-mails should be used **only** when these other avenues are not convenient or are not appropriate. Students also can make appointments to talk with me.



University policy requires that faculty send emails to and accept emails from **your official Clemson email only** (“regular” or “g.”). You should not forward your official Clemson email accounts to other accounts such as yahoo or Hotmail or Gmail, etc. It is possible that you then might not receive an email that I sent because boxes are full or an account has been discontinued.

Announcements posted to the class on Blackboard also are sent out on the class listserv.

RESPONSE TIME: Ideally, instructor response will be about 36 weekday work hours¹ for **pertinent**² questions posted to our Q & A forum/discussion string on the BB. This response time excludes weekends and official university closures, including holidays and weather-related closings. E-mails or posts sent on or after 2:30 p.m. on Fridays will be treated as if they were sent at the beginning of the following Monday. If the university is closed on that Monday, then the e-mail is considered as having been sent on the next day that the university is open for business.

If I have to travel and have limited access to Internet I will apprise you of this in advance.

“ATTENDANCE” POLICY:

See the “Course Policies” section of this syllabus.

IF I AM LATE:

Wait 15 minutes. If I have not arrived or if a suitable alternative has not been established, you should dismiss yourselves in a quiet and orderly manner. Alternatively, you may stay in the classroom and work on your assignments.

¹ Official hours of operation for Clemson University are 8:00 a.m. - 4:30 p.m. Monday through Friday. These constitute the weekday work hours. Note that due to a very heavy teaching load on Mondays it may take longer to get back to any emails or discussion posts sent that day.

² Usually, questions that are not pertinent are those that would not have been asked if the pertinent materials had been read and reflected on.

ABOUT THIS COURSE

OFFICIAL COURSE DESCRIPTION

“Investigation of sociological perspectives on race, ethnic relations, and social stratification. Includes analysis of the impact of social class on minority movements.”

Prerequisites: SOC 2010 and Junior Standing or Consent of Instructor for undergraduates. No prerequisite for graduate students.

COURSE OVERVIEW

This course addresses the origins, consequences, and perpetuation of stratification, specifically by race and ethnicity, and the intersections of race, ethnicity and racism with social class, caste, gender, country, culture, region of the world, type of country, and stratification within statuses.

Students will be introduced to an array of theories and empirical research regarding stratification and inequality, theories of race, racism and ethnicity, theories of social class, and theories emphasizing intersectionality and complexity.

The primary emphases or referent points are: stratification in the U.S. in relationship to race, racism, and ethnicity; stratification in developed and developing countries; intersectionality and complexity; social structure, structured privilege, and structured inequality; and, the internationalization and globalization of the U.S. and the world and its relationship to racial current social problems that are related to or are a consequence of racial and ethnic stratification. We need to understand our immediate setting. Therefore, South Carolina as a place of study will be sustained throughout the course.

An international, global perspective will be pronounced throughout the course. It is important that students recognize that this is a social science course.

This is a readings- and discussion-heavy course. There is quite a bit of reading and writing involved in this course. You are expected to be able to form cogent grounded assessments of materials based on the facts and theories as best you can know them. You also must actively participate in online discussions in an informed manner.

Our attention will be on empirical and theoretical social science research on stratification, inequality, social movements to effect or retard equality, socialization processes, race, ethnicity, gender and social class as they intersect with each other and with larger social forces. One goal of this course is to reduce individualistic reductionism and uncritical personal opinion orientations. Another goal of this course is to engage students in critical, sociological thinking that informs our awareness and understanding of the ways in which various social forces affect the composition, structure, and functioning of societies, and have direct and indirect bearing on life chances, treatment, and quality of life.

You will find that both simple and complex intersectionality are underscored throughout this course. You also will find that a topic might be handled initially in a cursory fashion when some other topic is the primary focus though that other topic has relevance at that point. An in-depth treatment of the latter topic probably will be provided. This may seem confusing at first. The challenge here is that the “issues” or “concepts” or “phenomena” are not isolated one from the other. The major project of this course is expressly intended to help bring the various “strings” together.

CLEMSON THINKS COURSE

This course is participating in the “Clemson Thinks2” critical thinking experiment. You will be required to engage in some very deep, critical thinking. You will be expected to ask and answer tough questions related to race and ethnicity as “social facts.” You will be asked to evaluate the sources of information that we have at our disposal that affects what and how we think about race and ethnicity. What “evidence” do you need to make your decisions? What is available? It is reliable? It is unbiased? Does it address what you have to address? Is it relevant? What must you know in order to make sense of things? Students will be engaged in discussions and writing that require moving beyond definitions and reiteration of readings to engagement in analyses of the complex and often nuanced ways in which race and ethnicity are continuously socially constructed and how these constructions affect and effect social realities.

Students are expected to hone their sociological imagination and critical thinking skills as they address issues and scholarship related to this course. We are to strive for sociological competence.

WHAT IS CRITICAL THINKING?

We will have a special session focusing on Critical Thinking and Critical Thinking and this course. At that time we will explore more definitions of CT and also analyze what it really is and what is entailed.

There are numerous definitions of Critical Thinking. These include:

“Critical thinking is the art of analyzing and evaluating thinking with a view toward improving it.” (Paul and Elder 2014:2)³.

“The critical faculty is a product of education and training. It is a mental habit and power. It is a prime condition of human welfare that men and women should be trained in it. It is our only guarantee against delusion, deception, superstition, and misapprehension of ourselves and our earthly circumstances...” (Sumner 1940:633)⁴.

The definition of Critical Thinking that has been adopted by Clemson University:

³ Paul, Richard and Linda Elder. 2014. *The Miniature Guide to Critical Thinking: Concepts and Tools*. 7th Edition. Tomales, CA: Foundation for Critical Thinking. <http://www.criticalthinking.org/pages/>

⁴ Sumner, William Graham. 1940. *Folkways: A Study of the Sociological Importance of Usages, Manners, Customs, Mores, and Morals*. New York: Ginn and Company.

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.” (Scriven and Paul, as cited in *Clemson Thinks*⁵: *Clemson University Quality Enhancement Plan*, 2013:27).

The skills that Clemson lists as critical thinking skills are derived from the ETS Proficiency Critical Thinking battery are as follows:

1. *Determine the relevance of information for evaluating an argument or conclusion;*
2. *Recognize flaws and inconsistencies in an argument*
3. *Evaluate competing causal explanations*
4. *Evaluate hypotheses for consistency with established fact*
5. *Determine whether an artistic interpretation is supposed by evidence contained in the work*
6. *Recognize the salient features of themes in a work of art*
7. *Evaluate the appropriateness of procedures for investigating a question of causation*
8. *Evaluate data for consistency with established facts, hypotheses, or methods.*⁶

STUDENT LEARNING OUTCOMES IN THE CONTEXT OF CRITICAL THINKING

Explore complex challenges.

- Identify, compare and contrast stratification, racial, ethnic, and minority/majority issues from the supra-macro to the micro levels of analysis.
- Apply sociological perspectives to analyze racial and ethnic stratification systems.
- Analyze the counterintuitive relationship between recent waves of globalization and increased racism.
- Assess whether a “post racial” world is possible.
- Examine the personal and societal consequences of stratification.
- Examine the research on the motivations for and contexts of race hatred and hate crimes. Assess these works for their validity, reliability, and general use value.

Analyze multi-dimensional problems

- Examine the complex and overlapping processes of stratification, its perpetuation, and factors affecting changes in stratification systems, with a primary focus on race and ethnicity, and intersections with sex/gender, social class, country of origin and residence, sociohistorical periods, and other relevant factor.

⁵ Clemson University. 2013. *Clemson Thinks2: Clemson University Quality Enhancement Plan*. Office of Institutional Research. Clemson University. Clemson, South Carolina. <http://www.clemson.edu/assessment/thinks2/>

⁶ Clemson University. 2012. *Clemson Thinks² Clemson University Quality Enhancement Plan*. Clemson, SC: Clemson University, Office for Institutional Assessment. <http://www.clemson.edu/assessment/thinks2/index.html>

- Review and critique theories regarding the etiology and perpetuation of status differentiation and inequality.
- Examine the differential impact of globalization on stratification systems and racial/ethnic social problems.

Extrapolate from one conceptual context to another.

- Identify and explain the sociohistorical factors associated with the status and treatment of class, ethnic and racial groups in the United States and in other countries and regions of the world.
- Analyze the concept of “the color line” and its application to minority-majority relationships from the time of Frederick Douglass’ 1881 writing to the current day.

Synthesize alternative solutions to multi-dimensional challenges.

- Assess the applicability, validity and reliability of empirical works that pose solutions to racial and ethnic stratification and inequality.
- Incorporate intersectionality and socio-historical perspectives into a general sociological framework to assess the relative merits of works identifying solutions to racial and ethnic problems.

Communicate effectively complex ideas.

- Create clear, concise, and well-documented analyses of selected topics.
- Create essays and papers that fully examine selected issues in race and ethnic relations, relying on selected sociological perspectives and research using different methodological approaches.
- Make oral presentations to the class.
- Engage in class discussions.
- Lead class discussions.

This is a readings- and discussion-heavy course. There is quite a bit of reading and writing involved in this course. Projects must be mindful and informed. You are expected to be able to form cogent grounded assessments of materials based on the facts and theories as best you can know them. You also must actively participate in class discussions.

Specifically, in the context of Critical Thinking, you must be able to:

- Determine the relevance of information for evaluating an argument or conclusion.
- Determine the relevance of a selected work to the larger questions that have been posed.
- Identify the implicit and explicit assumptions undergirding the work.
- Evaluate the robustness of the methodology and analytical elements of the work.
- Determine whether statistical procedures used are appropriate, sufficient, and efficient.
- Evaluate empirical works in terms of the data’s consistency with established fact, hypotheses or methods.
- Evaluate the relevance of information in relation to the current state of affairs related to racial and ethnic issues and concerns.

Critical Thinking Pre and Post Test

In order to measure student's progress in critical thinking, students will complete the California Critical Thinking Skills (CCTST) at the beginning and end of the semester. This is an online test. Students will be given information about how to access the test.

Students who spend a reasonable amount of time on the test and complete it will receive 10 points. Your score on the test will not affect your credit for having taken it unless it is clear that you did not seriously attend to the test.

Critical Thinking Products from this Course

Critical thinking products from this course include the Visual Sociology and *What's in the News?* essays (which also involve creative thinking) and the major project for the course. Several essay questions also require critical thinking skills.

How does this course interface with the General Education Competencies?

Critical Thinking Competency: *Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.*

Social Science Competency: *Describe and explain human actions using social science concepts and evidence.*⁷

Students will write essays to address the BIG questions related to the forces perpetuating or escalating racial and ethnic strife and inequality and the factors that might reduce this strife and inequality. These will be informed writings, i.e., analyses that rely on sound theory and empirical work and not mere opinions of students or other sources such as blogs.

Cross-Cultural Awareness Competency: *Demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.*

Students will have essay questions and exercises that will require deep thinking about cross-cultural and socio-historical dynamics and patterns of racism.

⁷ This is the new SS competency, effective AY 2015-2016.

REQUIRED E-READINGS AND OTHER MATERIALS



The list of required texts and e-readings has been posted to the Blackboard in the Information area. That document comprises Appendix A of this syllabus.

There are three print texts and numerous e-readings assigned in this course. Most of the e-readings are available through Clemson's e-journals. If no web link is provided for an article then you can retrieve it through our library system.

Some readings will be documents retrievable via the Internet. Government documents and documents from sources such as the United Nations may be placed on Blackboard (BB), or links to them will be posted to BB.

Handouts and videos also will be used as required materials for this course. There will be several videos, and "visits" to data and other sites on the Internet. These will be listed on work sheets, project guidelines or other appropriate documents.

Presentations, handouts, videos and other materials made by students also will be considered as required material for the course.

REQUIRED TECHNOLOGY AND NECESSARY SKILLS

REQUIRED TECHNOLOGY

You will need to have a phone, laptop, tablet, notebook, or other device to access the Internet. You also will have to have Microsoft Office's Word, Excel, and PowerPoint software. Additionally, you will need computer speakers or headphones (ear buds), and an **operable web cam** on your computer/device.

You must have a device for taking photographs. Most phones, e-notebooks, iPads, etc. have that function. You do not need to have a fancy camera. A device that takes basic clear photos is all that is needed.



All Clemson students are required to own laptops. Most students also have phones that can be used to access the Internet and take photos.

You must install the **Respondus Lockdown browser** to your computer or device in order to take quizzes in the class. See the software licenses section of Clemson's

unicity | Spring 2016 | Clemson University | Dr. Brenda J Vander Mey | This as circumstances warrant. Undergraduate syllabus with topical outline.

Computing and Information Technology (CCIT) division for more information.

You also will use **Respondus Monitor** when taking quizzes⁸. Therefore, you must use your computer's **web cam**.

We will rely heavily on **Blackboard**. You should check the Blackboard (BB) on a **daily** basis. Check for the course schedule, announcements, assignments, items on the course calendar, documents, discussion strings, etc.

CCIT and Blackboard have Blackboard student manuals. Blackboard also has a help service. Explore the tools in Blackboard to discover what is available.

NECESSARY TECHNICAL SKILLS

You must have a working knowledge of the basics of using computers such as creating and saving files, basic word processing, using browsers, accessing the Internet, using Blackboard, and installing and maintaining required software. This includes anti-virus software.

You must be able to navigate your Clemson Gmail account and maintain your Google apps for education website that you create for this course.

You can access the pertinent pages of CCIT's website and Blackboard for help with most matters related to the necessary technical skills for this course. Your professor can help you as well. Additionally, for help with Google sites you can access Google's help systems, links to which are posted on CCIT's site.

The Help Desk number is 864.656.3494. Check CCIT's website for hours of operation. The folder, Site Management Helpers, on the BB that will have some step-by-step instructions for several of your Google site questions. Additionally, directions for adding pages or formatting will be included in most assignments.

Other Necessary Skills

You must possess good time management, reading, and writing skills. If you need help you can seek out your professors and also contact Clemson's Writing Center (<http://www.clemson.edu/centers-institutes/writing/>) and Clemson's Academic Success Center (<http://www.clemson.edu/asc/>).

You must be able to effectively communicate using communication technologies such as discussion strings, emails, SKYPE and other available media. You also must possess good professional department skills.

⁸ We will use this monitor as soon as it is available. I submitted a request to Clemson Online about this.

Note: During F2F class sessions, the e-technologies are only to be used when requested and as instructed. All devices must be turned off and stored out of sight when we are not using them for specific class activities. Using these devices when they are not supposed to be out and/or on will be seen as disruptive behavior.

COURSE FORMAT

Materials for all sessions, whether delivered in class or online, will be posted to the Blackboard.

This is a quasi “flipped” course. A “flipped” classroom is one where students do the readings and preparatory assignments before class. That means that there are very few formal lectures delivered in the classroom. Some lectures will be available online. There are worksheets for all sessions. Students are to do the worksheets in advance of face-to-face (F2F) sessions. Worksheets greatly reduce the need for lectures and help structure F2F class sessions.

There are lectures and presentations posted to the BB that the professor has made. You may have to watch some videos as well as do some readings on your own and in advance of a class session. In class, we will go over key ideas and concepts, and engage in group discussions, debates, Internet surfing, and other relevant activities. Likewise, we will have discussions and debates online.

Class sessions will rely heavily on **questions and questioning**.⁹ It is expected that students will have minds that are “on fire,” and will constantly seek questions. What sources of information are we using? Why are we using these? How accurate is the material? What was the context in which that particular speech or article was written? Does it have any relevance now? Are there any “hidden agendas” in this work? How could we know this? Why isn’t this issue as simple as we once thought it was? Why are we reading this? What else should we read?

Students will be expected to pose questions to one another. The professor is the facilitator. All students are active contributors to discussions and analyses. Students are learners and leaders. Students also are teachers.

Visual Sociology methods will be used in this course as part of the teaching format.

Work submitted for credit in other courses should not be submitted for credit in this course. This will be considered self-plagiarism and a breach of academic integrity. It will be reported to the academic integrity committee.

⁹ See the excerpt from *The Critical Thinking Handbook* (Richard Paul and Linda Elder, 2000) as posted by The Critical Thinking Community, <http://www.criticalthinking.org/pages/the-role-of-questions-in-teaching-thinking-and-learning/521>

GENERAL STUDENT LEARNING OUTCOMES

At the conclusion of this course, successful students should be able to:

- Apply sociological perspectives to analyze racial and ethnic stratification systems.
- Analyze the counterintuitive relationship between recent waves of globalization and increased racism.
- Assess whether a “post racial” world is possible.
- Examine the personal and societal consequences of stratification.
- Examine the research on the motivations for and contexts of race hatred and hate crimes. Assess these works for their validity, reliability, and general use value.
- Examine the complex and overlapping processes of stratification, its perpetuation, and factors affecting changes in stratification systems, with a primary focus on race and ethnicity, and intersections with sex/gender, social class, country of origin and residence, sociohistorical periods, and other relevant factor.
- Review and critique theories regarding the etiology and perpetuation of status differentiation and inequality.
- Examine the differential impact of globalization on stratification systems and racial/ethnic social problems.
- Identify and explain the sociohistorical factors associated with the status and treatment of class, ethnic and racial groups in the United States and in other countries and regions of the world.
- Analyze the concept of “the color line” and its application to minority-majority relationships from the time of Frederick Douglass’ 1881 writing, and other early writings, to the current day.
- Explore the degree to which things have changed and the degree to which things have changed and nothing changed.
- Assess the applicability, validity and reliability of empirical works that pose solutions to racial and ethnic stratification and inequality.
- Incorporate intersectionality and socio-historical perspectives into a general sociological framework to assess the relative merits of works identifying solutions to racial and ethnic problems.

This course addresses situations, ideas, controversies and other pertinent matter that require intellectual and social maturity.

TECHNICAL SUPPORT

Clemson Computing and Internet Technology (CCIT) provides a wealth of information about Blackboard Learn, learning technologies, software and so on at:

http://www.clemson.edu/ccit/learning_tech/.

Notice that free short courses are available.

CCIT also can help you with your computer or give you a loaner on a short term basis.

You can borrow I pads, cameras, and other equipment from the Cooper Library on a short-term basis. See: <http://www.clemson.edu/library/services/where/iPads.html>
Contact the library for more information.

RUBRICS

As fits the particular assignment or activity, the following rubrics from the Association of American Colleges and Universities¹⁰ will be used: Critical Thinking Value Rubric, Written Communication Value Rubric, Inquiry and Analysis Value Rubric, Quantitative Literacy Value Rubric, and Oral Communication Rubric. Original rubrics created by Dr. Vander Mey also will be used. These include those for the web work and major project. Some rubrics will be very simple; others more complex. Rubrics will be tied to the intended outcomes of the particular assignment. To the extent possible, students will have copies of the rubrics being used prior to the employment of them.

GRADING BREAKDOWN: UNDERGRADUATE WORK

Item(s)	Total Points
Quizzes 7 @ 10 points each (Includes the CT pre and posttests)	70
Website Work (set up; 2 news stories; 1 visual sociology)	55
Major Project (discussion board; draft; poster; handout; presentation; peer grade; reflection; individual score)	155
Tests 2 @ 60 points each	120
Participation	10
Final Examination (Test III) This is a test, not a comprehensive exam.	70
Total points possible	480

GRADING SCHEDULE

90 100% A=*Excellent; work of a very high character, the highest grade given*

80 89% B=*Good; Above average work, though not of the highest quality*

70- 79% C=*Fair; Work is of average or medium character*

60- 69% D=*Pass; Work is below average and unsatisfactory, the lowest passing grade*

0-59% F=*Failed; The student knows so little of the subject that it must be repeated in order that credit can be received.*

Descriptions or interpretations of letter grades were verbatim taken from Clemson University's *Undergraduate Announcement, 2015-2016*, p. 26.

<http://www.registrar.clemson.edu/html/catalog.htm> See this catalog for descriptions of P/NP, I and W.

All written work must use the American Sociological Association style. Exception: Single space within paragraphs and double space between paragraphs.

¹⁰ <http://www.aacu.org/>

Unless expressly stated otherwise, all assignments that are submitted to the Blackboard must be in Word or Rich Text documents. Google documents, pdfs, jpegs, and so on are not acceptable.

PARTICIPATION EVALUATION PLAN

The following rubric will be used for online participation assignments unless circumstances warrant different weights or categories.

Online Discussion Rubric

Criteria	Does not meet Expectation	Approaches Expectation	Meets Expectation
Initial Post Timeliness Weight 15.0%	0%	50%	100%
Discussion content Weight 35.0%	0%	50%	100%
Peer Responses Weight 30.0%	0%	50%	100%
Grammar, Punctuation, Sourcing Weight 20%	0%	50%	100%

Separate Rubrics will be used for other assignments.

ACADEMIC INTEGRITY
“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “seminary of higher learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” Source: Clemson University, “Academics,” <http://www.clemson.edu/academics/academic-integrity/>

Academic integrity involves more than refraining from plagiarism. It involves having integrity, being honorable, giving credit where credit is due, and being honest, among other things. It involves refraining from false criticisms and declarations, and being fair to others. It also involves citizenship.

Plagiarism is theft – of ideas, scholarship, creative works, intellectual property and so forth.

Co-opting bibliographies, using parts or all of papers purchased, stolen, used in other semesters/courses, written by others and not by you is plagiarism and violates academic integrity. Presenting others' ideas as if you were the original author also is plagiarism. Depending on the circumstances, legal repercussions can be incurred. Technically, all works are automatically covered by copyright. Professors' works are their property and not yours. Co-optation of their work *may* result in formal action. In the case of cooptation of my work, *it will*.

My policy on self-plagiarism. Using work that you already have completed for another course or purpose or currently are doing so and getting credit for it in this course is self-plagiarism. Work for this course is to be unique to this course. Talk with me about how we should handle any work that you already have published. Work from other courses **will not** be accepted for credit in this course. You may want to load some work from your other courses to your website for this course. That can help you build and integrate your knowledge in this topical area. Nonetheless, work from other courses **will not** be accepted for credit in this course. Self-plagiarism will be handled in a formal manner.

GUIDES TO HELP YOU AVOID PLAGIARISM:

Clemson is home to the International Center for Academic Integrity:
<http://www.academicintegrity.org/icai/home.php>

Clemson's Office of Academic Integrity provides valuable, sound resources to help you understand academic integrity and how to comply with standards for avoiding plagiarism, giving credit where credit is due, etc.: <http://www.clemson.edu/academics/academic-integrity/integrityplagiarism.html>

There are materials about cheating available on the Blackboard. Check Clemson's library site for more materials.

Clemson's TurnItIn feature can help you analyze the level of similarity of your document with other sources:

http://www.clemson.edu/ccit/learning_tech/computer_training/ott/turnitin/index.html

I may use TurnItIn to check your work for originality. I also will open self-check TurnItIn slots if you want to check something before officially turning it in. I will not use your self-check materials.

COURSE POLICIES

NETIQUETTE¹¹

“Netiquette or Network Etiquette is a set of rules for behaving properly online. When you enter any new culture you're liable to commit a few social blunders. You might offend people without meaning to do so, or you might misunderstand what others say and take offense when it's not intended.

In general, there are two basic guidelines:

- a.) Don't waste people's time.*
- b.) Don't say anything to a person online that you wouldn't say to face-to-face.*

More specific guidelines for proper behavior include:

- Avoid Flaming - using derogatory, obscene, or inappropriate language. This can either be on a discussion board or in e-mail.*
- Use emoticons to smooth online communication. Emoticons are keyboard produced pictorial representations of facial expressions used in e-mail or discussion boards to indicate an emotion or attitude, as to indicate intended humor [:-)].*
- Don't SHOUT. Use of all capital letters and exclamation marks indicates SHOUTING.*
- Avoid grammatical and spelling errors by using Spelling and Grammar checker tools when they are available.*
- Do a quick check of the discussion board or course site before posting or e-mailing questions to see if the question you are about to ask or the article you just read and were about to post has already been posted.*
- Keep your posts on-topic and on the proper board or string. Keeping messages on topic will help with the organization and readability.*
- Share expert knowledge. Post resources on how you found information.*
- Avoid sending large attachments through e-mail unless someone has specifically asked for it.*

*When replying to an e-mail message, refrain from using Reply to All unless it is **necessary**. Also, only attach the portion of the original e-mail that you are responding to. Do not attach the entire message when it is not necessary.”*

¹¹ Information in the Netiquette section of this syllabus was copied from Clemson University's Computing and Information Technology (CCIT), "Skills for Online Learning." Link: http://www.clemson.edu/ccit/learning_tech/distance_ed/prospective/about_de/ol_skills.html However, these guidelines apply to general professional behavior and traditional and hybrid delivery courses as well.

ATTENDANCE AND “MISS” POLICY AND ENGAGEMENT EXPECTATIONS FOR THIS COURSE

See the most recent version of the Undergraduate Announcements (a.k.a. “undergraduate catalog”) for the University’s statement related to attendance.

<http://www.registrar.clemson.edu/html/catalog.htm>

This is a hybrid delivery course and therefore does not have regular class meetings. Students are expected to attend the F2F sessions that we do have. Students need to understand that with hybrid delivery an asynchronous session is still a session. It is not the case that we simply “did not have class.” Rather, students were to work at their own pace or else engage in a very specific course activity or two (e.g., take a quiz and participate in a discussion string or else work on an essay).

Students who must miss class due to the scholarship-related obligations must present proof that the absence(s) was due to said obligations. Likewise, some students may have to miss class in order to honor a stipulation for their scholarships, grants-in-aid, or participation in co-curricular activities such as field trips or professional conferences. Notice must be given in advance.

Students are held responsible for all materials assigned. Students with extenuating circumstances should have a conference with the professor at the earliest possible time. Do not wait until the end of the session to inform me of these circumstances. “Conference” means an actual meeting with the professor. This can be via telephone or SKYPE or similar technology. This conference should be scheduled as a regular appointment. We will discuss any allowable make-up work, the nature and extent of this, and the date(s) for completing it.

Regardless of the reason for absences, students with extreme absenteeism simply are not fully participating in the course/class.

All students must document their absences. While my policy is to make reasonable accommodations as per necessary absences, there is a limit to absenteeism. Attendance is absolutely crucial. Regular and punctual attendance is a student obligation.

Because online sessions are asynchronous you should be able to work around travel, field trips, or other events and still participate in a timely manner.

Coming to class and warming a seat is not “attendance” and not participation.

Likewise, neither is doing work or studying for other courses, doing your taxes, texting, and so forth. To be in attendance and to be participating means that you are “minds on, hands on” with what is happening in our class sessions.

What is meant by “missing” class, being absent, or not being present? Students “miss” class when they do not show up for Face-to-Face sessions. Students “miss” class when they sit in the class but do not work on the assignments and activities scheduled for

that day. This inactivity counts as an absence. Students also “miss” class when they do not access the Blackboard **at least twice a week**. Students are counted as not in attendance, hence, absent, when they do not access the relevant Blackboard materials¹² **at least twice a week**. Students must tend to this course, as with other courses, on a regular basis.

- University policy *requires* that students who **“have not attended class by the second week, after the last day to add a class, must be removed from the roll using the registration correction form.”** That means that students enrolled in this course who have not attended class by **January 13th** will be dropped from the course. ◀◀◀◀

Students with **two** misses over the course of the session will receive a final grade for the course that is one grade lower than that expected as per the grading schedule for this course. Students with **three** misses **will be dropped** from the course. Students who are fifteen or more minutes late for class will be counted as absent.

“Absent” and “miss” are to be treated as the same thing.

Please remember that you can quickly alert me to your need to be absent by using the Notice of Absence (NOA) feature found in MyCLE/Blackboard. That provides the alert; you still will have to document

Inclement weather or unanticipated school closings: Should the university be closed due to inclement weather or some other unanticipated event, F2F sessions that were missed will be made up as per announcements sent to students. Slight extensions will be given for any assignments or quizzes that were due during the time that the university was closed. This excludes brief interruptions (e.g., three hours due to a bomb threat) that fundamentally did not change the odds of completing work on time (especially if it is something that you have been working on for several weeks). Widespread and prolonged power or Internet outages will be dealt with in a fair and reasonable manner. Use common sense. Obviously if there is a prolonged shutdown of the Blackboard you might not be able to submit something at the deadline.

A word to the wise and a caution note to serious slackers: Those of you who severely procrastinate on downloading assignment guidelines, engaging in discussion boards, or going online to take quizzes are not given any slack should the BB shut down merely an hour before something is due. Recognize that the essays and projects for this course provide ample time for you not to get caught up in problems with minor and brief outages.

¹² “Relevant materials” includes assignments, resources, and discussion threads as per the course schedule.

PROFESSIONAL BEHAVIOR AND RESPONSIVENESS

- Civility is expected in all interactions, in all modalities of interactions, on and off line.
- Disruptive students will be sanctioned. Sanctions may range from mild reprimands to removal from the course.
- “Each one, teach one” is anticipated, and encouraged.
- If you have questions about the course, or any concerns related to the course, you must first speak with the professor of the course. This should be done at a mutually agreed upon time.
- It is expected that you will check the Blackboard space allocated for this course for any messages, additional materials, etc.
- You are enrolled in this course. Information about your progress, the nature of assignments, etc. will not be given to others, except as permitted by FERPA. Please discourage family members from seeking such information from the professor. Only if I am given paperwork substantiating that designated others are allowed to have information about you that is protected by FERPA will I discuss anything with those individuals.
- This course is supposed to be fun. Creativity is expected (please be creative!).
- **“Due by”** dates: There will be a “due by” time and date for each assignment. Assignments submitted or otherwise received after that time and date are **late**. Most assignments will be “due by” 9:30 p.m. on a particular date. This is done to accommodate your pace and style. However, I will not be available to respond to last minute, after hours questions. And, questions that have to do with technology must be directed to Clemson’s CCIT unit. CCIT link: <http://www.clemson.edu/ccit/> Help Desk phone: 864.656.3494. Check for hours of assistance. Online, go to CCIT’s main page for the top links and information about systems and networks status. If you have questions about technology related to this course, using the “Distance Education” link will probably lead you to the information that you need.
- **LATE WORK:** Accepting late work is at the discretion of the profession. Generally speaking, work that is more than **two** working days late will not be accepted. Some assignments can only be graded if they are submitted by the due date, or, in the case of online quizzes, completed within the access period. In exceptional cases, late work (excluding quizzes) may be accepted but penalties may be applied. Assignments due at the end of the session must be turned in on time. Students should discuss late work with the professor as soon as possible.
- Discussion assignments have firm deadlines.
- **Planned sessions and activities are subject to change as circumstances warrant.**
- **Electronics during quizzes.** Only the device that you are using to take a quiz should be on display when you are taking quizzes for this course.
- **Formatting/style.** Students must use the American Sociological Association ASA style/format for all assignments. Check the Resources folder on the BB for the list of sources to help you with that format.

- Unless otherwise noted, all students are to use **Word or Rich Text, Times New Roman**, and either **an 11 or 12-inch font**. Google docs, JPEGs, and pdfs are **not** accepted for credit in this course.
- Website and other work will be continuous. Activities may run concurrent with one another. Specifics on what to focus on will be given as the course progresses. Be prepared to be flexible.
- **Email communication.** University faculty and staff may communicate with students **only** through Clemson email. You therefore must check your Clemson email on a regular basis – not less than three times per week. I will not respond to emails you send using your personal email account(s). Any homework or other course materials submitted using your personal account will not be accepted.
- **Avoid** responding to the listserv messages that are sent by your professor by using the Reply All function. Rather, create a separate email or (usually better) use the course Q & A forum to get your concerns addressed.

Students who habitually wait until all other students, or nearly all other students, have participated in online discussions will lose points on those assignments.

Undergraduates should read their *Student Handbook* to understand the parameters placed on their behavior as students at Clemson University. Ignorance of the information contained in that publication does not constitute an excuse for unacceptable or illegal behavior. Use your common sense to understand the legal parameters placed on your behavior as adults in the United States. Remember also Clemson's **Core Values:** Honesty, Integrity, and Respect.

To access Clemson University's *Student Handbook*:

<http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/index.html>

Please read the information regarding disorderly conduct in the classroom, as written by the Office of Community and Ethical Standards. See: <http://www.clemson.edu/campus-life/campus-services/student-conduct/classroom-behavior.html> Know that orderly conduct is expected for online courses as well.

Coursework should never be emailed to the professor unless you have been given permission to do so. Submit coursework according to the directions provided in the assignment guidelines.

The quiz/testing software includes video capture of students while taking exams. Any assessments taken without the video proctoring software engaged will **not** count toward your grade. Do not let any student take quizzes or tests for you. Violators will be reported to the Academic Integrity Committee.

You must stay focused on your computer screen when doing assessments (quizzes or tests). Do not act in ways that make people think that you are looking at notes or at someone else's work, or talking with someone.

COPYRIGHT NOTICE

The materials developed for this course are original copyrighted works. The materials developed for this course are strictly for use of students enrolled in this course and only for purposes associated with this course; they may not be retained or further disseminated. You have no permission to retain these materials or to distribute them to others or store them such that others may access them. This includes all handout and assignment documents. These materials are being provided to you as per the Teach Act.

Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as other copyright laws.

TurnItIn and Other Plagiarism Detecting Programs

I may use TurnItIn for some of your assignments. I will use this to check for similarities and possible plagiarism and copyright infringement. I also may use it to help check your grammar and writing.

I also will make several "self-check TurnItIn" slots. You can use a "self-check TurnItIn" to submit your paper and check it before you submit the final version to the "real" TurnItIn slot, which will be designated as "Final." Self-check TurnItIn slots can be used for any work that you want to check regardless of whether it is intended for this course. I do not check or grade materials turned into the self-check slots.

In addition to using TurnItIn to check for similarity, you can use it to help edit your grammar and writing. See Clemson's CCIT pages for more information about TurnItIn and how to use it: at
http://www.clemson.edu/ccit/learning_tech/ccit_training/ott/turnitin/index.html

There are several free plagiarism checking programs available online that you might want to use to check your work. See, for instance:

Pappas, Christopher. 2013. "Top 10 FREE Plagiarism Detection Tools for Teachers." Copyrighted by eLearning Industry.org. Online:
<http://elearningindustry.com/top-10-free-plagiarism-detection-tools-for-teachers>

OTHER REQUIRED UNIVERSITY POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES

Students with disabilities who need accommodations should make an appointment with Dr. Margaret Camp, Director of Disability Services, to discuss specific needs within the

first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-1@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Appropriate accommodations will be made for students with disabilities that are documented as ADA. Students should read the information provided by Student Disability Services at: <http://www.clemson.edu/campus-life/campus-services/sds/>.

Students **must** present a letter stating that the disability has been documented and must meet with the professor to discuss the specific accommodations during the **first full** week of classes. This should be done sooner during summer, compressed and min-terms. It is the responsibility of the student to give the professor one-week's notice prior to each instance where an accommodation will be needed. That notice period must be shorter during sessions that are not in the normal semester time frame.

The Clemson University Title IX (Sexual Harassment) Statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorrf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

ESTIMATED TIME TO DEVOTE TO THIS COURSE¹³

There is no easy answer to this. The formula that has been used originated in the early 1900s. It actually was intended to help figure out faculty persons' pensions. Currently it is used in conjunction with financial aid and accreditation. Its relevance has always been questionable, but it is becoming even less relevant with blended delivery and online courses.

All the same, during a regular semester the C student who wishes to maintain his/her C average in part by earning a C in this course should figure 150 minutes per week "face" (or, "seat") time, and then an additional 450 minutes of "outside" work. Thus, on balance the average student wishing to get an average grade in this course should figure on spending an average of 10 hours on this course per week during a regular semester.

¹³ The opinions expressed and estimations made in this section of the syllabus are those of Brenda J Vander Mey. They are not necessarily shared by Clemson University. If you use this material, cite it properly.

Assuming a 15-week semester, the average student should on average spend 150 hours on this course.

How much time it takes a person to prepare for and finish an assignment varies widely. This is in large part due to interest, ability, and motivation, which can be compromised by procrastination, distractions, and bad attitudes. Your comfort and familiarity with the technologies that we will use also can affect time it takes to complete a task. You should find that some assignments take little time at all.

MY GENERAL GUIDELINES ABOUT E-MAILS

- Send emails only when you absolutely must do so.
 - If you have questions about assignments, check the syllabus, schedule, any assignments guidelines, and the BB before sending the e-mail.
- If someone sends me an email and then in fairly short order sends it again, I will not respond. This is aggressive, unprofessional behavior.

I will try to limit the number and length of e-mails that I send to you. You should understand that when I send e-mails I expect you to read them.

- Anticipate that there may not be immediate responses to your emails.
 - In some cases, you should not expect any response at all. Sometimes other tasks, obligations and even e-mails have higher priority. I do not have 24/7 access to the Internet. I must work offline fairly often. My job requires that I be in settings (e.g., classrooms, meetings) where it is not possible to provide immediate responses to e-mails, regardless of the source. When I travel I sometimes have limited or no Internet access.
- E-mails sent on a Friday afternoon will be treated as if they were sent at the beginning of the following Monday. If the university is closed on that Monday, then the e-mails are considered as having been sent on the next day that the university is open for business.
- Announcements posted to the BB also go to your email.
- Use proper English, including punctuation and grammar. E-mails are not text messages.
- Properly address the person to whom the e-mail is being sent.
- You are held legally responsible for all behaviors related to your emails and use of Clemson's computing and IT technologies, systems, software and hardware.
- Never submit your assignments via email unless I have given you permission to do so. Follow the directions for submission that are found on the assignment documents.

I delete e-mails that:

- do not have information in the subject line;
- do not have statements in the body of the email;
- show a non-Clemson address with which I am not familiar;
- have attachments that could be harmful to my computer; and
- evidence multiple forwarding.

CHANGES

It is possible that changes to this syllabus will have to be made. Should that occur you will be notified as soon as possible.

AGREEMENT

Your professor is your first point of contact and support regarding any questions or concerns you might have about this course. If you disagree with any aspect(s) of this course, you should discuss the matter(s) with your professor in a face to face meeting. If the matter(s) cannot be resolved, you should either drop the course or meet with your instructor and the department chair as early in the semester as possible. Not liking the content and/or not wanting to do the assignments does not constitute valid complaints. Students are free to take reasoned exceptions but that does not absolve them from complying with course requirements, expectations, and other matters spelled out or implied in this syllabus. By staying in the course you agree to comply with all policies and procedures described in this syllabus.

TENTATIVE TOPICAL OUTLINE

Getting Started	Site set up, syllabus quiz; CT Pre Test
Foundations	Basic Overview of Sociology; Key Concepts; Sociological Perspectives; Stratification Basics
Knowing & Understanding	Critical Thinking; Barriers to Understanding: Outsiders, Insiders, Ignorance, Social Distance, and the Sociology of Knowledge; The Color Line
Race Thinking	Theorizing Race and Ethnicity
Research Issues	Research Methods and Challenges; Critical Race Theory & Discourse Analysis; Ethics; The Color Line
Intersections	Sex-based stratification, Social Class, and Other Intersections
Race Relations	Prejudice and Discrimination; Treatment; Hate Groups; Human Rights; Civil Rights Movements
Ethnicity in the US	The American Quilt; Minorities of Color; White Ethnics
Retrospect & Prospect	Is post-racial possible? Preferable? Current trends and projections; The Color Line

“But is this color prejudice the natural and inevitable thing it claims to be?

If it is so, then it is utterly idle to write against it, preach, pray, or legislate against it, or pass constitutional amendments against it. Nature will have her course, and one might as well preach and pray to a horse against running, to a fish against swimming, or to a bird against flying. Fortunately, however, there is good ground for calling in question this high pretension of a vulgar and wicked prepossession.” – Frederick Douglass, 1881:570.¹⁴

¹⁴Douglass, Frederick. 1881. “The Color Line.” *The North American Review* 132(295):567-577.

DATES TO NOTICE

Jan 6, W	Classes begin
Jan 11, M	2016 College Football Playoff National Championship. Clemson v Alabama. This is not an official holiday but all efforts will be made to make reasonable accommodations for and suitable alternatives to actual class attendance if necessary.
Jan 12, Tu	Last day to register or add a class, declare Audit or Pass/No Pass
Jan 18, M	Martin Luther King, Jr. holiday. The university is closed.
Jan 20, W	Last day to drop a class or withdraw from the University without a W grade.
Jan 27, W	Last day to order diploma for May commencement
Feb 26, F	Last day for instructors to issue mid-term evaluations
Mar 11, F	Last day to drop a class or withdraw from the University without final grades
Mar 14-18	Spring Break
April 4, M	Registration for fall term begins
April 21-22, Th-F	Classes meet; exams permitted in labs only
April 25-29, M-F	Final exams. See Exam Schedule at www.registrar.clemson.edu
Apr 26, Tu	Final Exam (Test III). 8:00-10:30. The exam will begin at 8:30 a.m. It is a test, not a comprehensive final exam.
May 3, Tu	9:00 a.m. – Deadline to submit candidate grades
May 4, W	9:00 A.M. - Deadline to submit all other grades*
May 7, S	Graduation, Bon Secours Wellness Arena, Greenville SC
	9:30 a.m., Colleges of AAH and ES
	2:30 p.m., Colleges of AFLS, School of Education and HHD
	6:30 p.m., College of BBS

**Student access to final grades is not the same as the deadline for the submission of them. Check iRoar for information on accessing final grades.*

EMERGENCY PROCEDURES: Information about emergency procedures has been posted in all buildings and in all elevators at Clemson University. You should read and review those procedures for your own safety.

Clip art used in this syllabus came from Classroom Clipart, <http://classroomclipart.com/>

There is one good, knowledge, and one evil, ignorance. Socrates

APPENDIX A

REQUIRED AND SUGGESTED READINGS

REQUIRED TEXTS

All Students: Required texts that must be purchased or rented, or somehow obtained. These are available from the bookstore on Clemson's main campus.

Elder, Linda and Richard Paul. 2012. *The Thinker's Guide to Analytic Thinking*. Tomales, CA: The Foundation for Critical Thinking. www.criticalthinking.org

Law, Ian. 2010. *Racism and Ethnicity: Global Debates, Dilemmas, Directions*. Essex, England: Pearson Education Limited (Longman).

Parrillo, Vincent N. 2014. *Strangers to These Shores*. 11th Edition. Boston: Pearson Education, Inc.

All Students: Free but Required Texts¹⁵

- Babbie, Earl. 1990. "The Essential Wisdom of Sociology." *Teaching Sociology* 18(4):526-530.
- Douglass, Frederick. 1881. "The Color Line." *The North American Review* 132(295): 567-577.
- Gans, Herbert J. 1972. "The Positive Functions of Poverty." *The American Journal of Sociology* 78(2): 275-289.
- Hardaway, Cecily R. and Vonnie C. McLoyd. 2009. "Escaping Poverty and Securing Middle Class Status: How Race and Socioeconomic Status Shape Mobility Prospects for African Americans during the Transition to Adulthood." *Journal of Youth and Adolescence* 38:242-256.
- Hjern, Mikael. 2005. "What the Future May Bring: Xenophobia among Swedish Adolescents." *Acta Sociologica* 48(4): 292-307.
- Merton, Robert. K. 1972. "Insiders and Outsiders: A Chapter in the Sociology of Knowledge." *The American Journal of Sociology* 78(1):9-47.
- Moore, Wilbert E. and Melvin M. Tumin. 1949. "Some Social Functions of Ignorance." *American Sociological Review* 14(6):787-795.
- Noel, Donald L. 1968. "A Theory of the Origin of Ethnic Stratification." *Social Problems* 16(2):157-172.
- United Nations. 1948. *The Universal Declaration of Human Rights*. New York: The United Nations. <http://www.un.org/en/documents/udhr/index.shtml>

¹⁵ Other readings may be assigned over the course of the session. It also is possible that a reading may be deleted. Journal articles can be retrieved via Clemson's e-journal system. All URLs were accurate at the time of posting. If a URL has changed, you should be able to find the new site by typing in the information that has been provided about the reading.

- Wall-Bassett, Elizabeth D., Brenda Joyce Vander Mey, and Pamela Guiste. 2012. “Food Security in Three Regions of Dominica: Baseline Data and Social Epidemiological Exploration.” *Journal of Hunger and Environmental Nutrition* 7(2/3):224-238.

Required E-Readings and Other Materials

There are e-readings assigned in this course. Most of the e-readings are available through Clemson’s e-journals, such as those articles listed in this document. If no web link is provided for an article then you can retrieve it through our library system.

Some readings will be documents retrievable via the Internet. Government documents and documents from sources such as the United Nations may be placed on Blackboard (BB), or links to them will be posted to BB. Handouts and videos also will be used as required materials for this course. There will be several videos, and some “visits” to data sites on the Internet.

Additional Readings for Graduate Students¹⁶

- Comeaux, Eddie. 2010. “Racial Differences in Faculty Perceptions of Collegiate Student-Athletes’ Academic and Post-Undergraduate Achievements.” *Sociology of Sport Journal* 27:390-412.
- Mouritsen, Per and Tore Vincents Olsen. 2013. “Denmark between Liberalism and Nationalism.” *Ethnic and Racial Studies* 36(4):691-710.
- Reisel, Liza. 2011. “Two Paths to Inequality in Educational Outcomes: Family Background and Education Selection in the United States and Norway.” *Sociology of Education* 84(4): 261-280.
- Sjoberg, Gideon, Elizabeth A. Gill, and Norma Williams. 2001. “A Sociology of Human Rights.” *Social Problems* 48(1):11-47.
- Skey, Michael. 2013. “Why Do Nations Matter? The Struggle for Belonging and Security in an Uncertain World.” *The British Journal of Sociology* 64(1):81-98.
- Thomas, Darryl C. 2013. “Cedric J. Robinson and Racial Capitalism: Africana Liberation Resistance Structures and Black Internationalism in the Twenty-First Century.” *African Identities* 11(2):133-147.

Suggested Readings

- Adesina, Oluwakemi A. 2006. “Between Culture and Poverty: The Queen Mother Phenomenon and the Edo International Sex Trade.” *JENDA: A Journal of Culture and African Women Studies* Issue 8 (Online). ISSN: 1530-5686: <http://www.africaknowledgeproject.org/index.php/jenda/issue/view/12>

¹⁶ Other readings may be assigned over the course of the session. If need be, some readings also might be deleted.

- Robot, Jesse C. and Nancy Lee Pelosi. 2003. "A Theory of Access." *Rural Sociology* 68(2):153-181.
- Rowe, Mary P. 1990. "Barriers to Equality: The Power of Subtle Discrimination to Maintain Unequal Opportunity." *Employee Responsibilities and Rights Journal* 3(2):153-163.
- Sommerlad, Hillary. 2012. "Minorities, Merit, and Misrecognition in the Globalized Profession." *Fordham Law Review* 180(6/6):2480-2512.
- Saperstein, Aliya, Andrew M. Penner, and Ryan Light. 2013. "Racial Formation in Perspective: Connecting Individuals, Institutions, and Power Relations." *Annual Review of Sociology* 39:359-378.
- Stone, John. 1995. "Race, Ethnicity and the Weberian Legacy." *American Behavioral Scientist* 38(3):391-406.
- Thomas, Rhondda. 2014. "'Slaves of the State': Convict and Labor and Clemson University Land and Legacy." *The South Carolina Review* 46(2):10-26.
<http://www.clemson.edu.libproxy.clemson.edu/cedp/cudp/scr/current.htm>
- Thompson, Amanda. 2007. "Scientific Racism: The Justification of Slavery and Segregated Education in America" Corpus Christi, TX: Texas A&M University. Online: pat.tamu.edu/journal/vol-1/thompson.pdf
- Turner, Bryan. 2002. "The Problem of Cultural Relativism for the Sociology of Human Rights: Weber, Schmitt, and Strauss." *Journal of Human Rights* 1(4): 587-605. **Note: This article also is mentioned in the Law text.**
- United Nations Millennium Development Goals. Main page plus some reports (scan and reference): <http://www.un.org/millenniumgoals/>
- United Nations. 2015 and Beyond. Sustainable Development Goals. <http://www.un.org/sustainabledevelopment/>
- Warikoo, Natasha and Prudence Carter. 2009. "Cultural Explanations for Racial and Ethnic Stratification in Academic Achievement: A Call for a New and Improved Theory." *Review of Educational Research* 79(1):366-394.
- Winant, Howard. 2000. "Race and Race Theory." *Annual Review of Sociology* 26:169-185

Most worksheets will include suggested readings.